

(January to March, 1923.
May to July, 1923, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. IV., pp. 56-153.

(a) *S.P.C.K. Bible Atlas** (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). (c) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (d) *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-), pp. 59-124.

(e) *S. John's Gospel*,* chapters 1-7 (S.P.C.K. Commentary, 9d.). (f) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 29-43, with lesson on *Easter*.

For Sunday reading (optional):

Letters to my Grandson on the Glory of English Prose, by Stephen Coleridge (Mills & Boon, 2/-). Bunyan's *Holy War* (R.T.S., 2/6).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each, 1923). (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 6d., Words 4d.).

Sunday Occupations: A Book of Centuries. Choose and write mottoes in beautiful lettering (see Bridges).

† The 95th term of work set since the Parents' Union School began.

Writing.

Choose and transcribe passages from *Paradise Lost*. Shakespeare's *Othello*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated or to be occasionally written from memory.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, 176-183.)

Essays on subjects in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Verses (note metre of poems set for this term), on current events and on characters in the term's reading, upon historical characters. Invitations and answers to invitations.

Write for the P.U.S. Magazine (Editor Miss N. Pott, c/o P.N.E.U. Office, 2/6 a year).

English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 158-171; 194-205.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 420-447; 465-489. Shakespeare's *Othello** (Oxford Press, 1/3), (Blackie, Plain text, 6d.). Scott's *Peveril of the Peak** (Dent, 2/-). Milton's *Paradise Lost*,* Book II. (Ward, Lock, 4/6). Palgrave's *Golden Treasury** (Oxford Press, 2/6): Stuart Poets. *Poems of To-Day*,* Series II. (Sidgwick & Jackson, 2/-).

English History.

Gardiner's *History of England** (Longmans, 6/6), Vols II, III, pp. 578-701 (1660-1714). A chart of the 17th Century (1660-1714), (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events. *A History of Everyday Things in England*, by H. & C. Quennell (Batsford, 3/-), Part V., may be used for period.

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 382-411 (1660-1714). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 221-295 (omit questions). Continue a Book of Centuries* (P.N.E.U. Office, 2/3), putting in illustrations from all history studied.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 24-47. North's *Plutarch's Lives: Alexander** (first half) (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 137-181 (narration instead of questions).

Geography.

The Ambleside Geography Books, Book V.* (5/), pp. 109-161 and 326-332. *Our Guardian Fleets in 1805*,* by H. W. Household (Macmillan, 3/-), pp. 106-141.

Know something about foreign places coming into notice in the current newspapers. Teacher to use *The Treaty Settlement of Europe*, by H. T. Fleure (Oxford Press, 2/6). Ten minutes' exercise on the map of Europe every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under "Scouting" (P.R., May, 1920), or "Guiding."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Every Boy's Book of Geology,* by Trueman and Westell (R.T.S., 6/-), pp. 100-163. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 42-74. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower and bird lists, and make daily notes. For outdoor work take some special January to March study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6). See also tests under "Guiding."

General Science.

First Year of Scientific Knowledge,* by Paul Bert (Relfe, 5/-), pp. 1-50. *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K., 5/-), pp. 100-133.

Hygiene and Physiology, Domestic Economy.

A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 159-193. *A First Year of Scientific Knowledge*, pp. 319-338.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* pp. 113-124 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 139-157. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.
A School Algebra,* by H. S. S. Hall, Part I. (Macmillan, 3/6), pp. 49-55; 67-71, or continue.

German.
Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 22-25 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, **Italian.**

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 21-24, or, better, *A New Italian Grammar*, by E. Grillo (Blackie, 6/-), pp. 24-35, 188-197.

Latin.

Limex,* Part I. (Murray, 2/6), pages 72-95, with corresponding exercises. Revise grammar, pp. 1-72. Narration of continuous passages.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 23-26 inclusive, with grammar and exercises. Teacher study preface. Read and narrate La Fontaine's *Shorter Fables* (Blackie, 4d.). Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

Studies of objects in the house from nature, teacher following method in *The Art of Drawing*, Album 5 (Philip & Tacey, 1/3). Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions* of pictures by Raphael (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, and the articles on Drawing in January and February, 1923. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two Easter hymns. Psalms 65 and 81. Fifty lines from *Paradise Lost*, or, Dryden's *Alexander's Feast* (see *Golden Treasury*), or a scene from *Peperil of the Peak*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. *The Odysseys of Homer*, Chapman's Translation (Simpkin Marshall, 3/6), Books 13-16 inclusive (to be read by teacher, with omissions). *Robinson Crusoe* (Dent, 2/-, or any complete edition).

Musical Appreciation.

See Programme of Music (Debussy), *Parents' Review*, January, 1923: *Our Work. The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing. See Programme of Music.

Three French songs, *French Songs with Music* (Blackie, 7d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6), 50-52. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 35-38 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

Ball Games and Breathing Exercises, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs in Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Training* (Eyre & Spottiswoode, 1/6), four tables. Ex-Students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

Work.

Do some definite house or garden work. *Needle-weaving*, by Ann Macbeth (9d.): Russian canvas from Cox & Co., High Holborn. Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 7/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also "Guiding," or P.U.S. Scouting (P.R., May, 1920). All girls should take the First Aid and House-craft Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1. Help the Hospital Combined Appeal (see P.R., January, 1923).

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

In home schoolrooms, Forms III. and IV. *may work together* in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, one for the two journeys, 4d. for 3. Also the School Badge (silver, 4/6, white metal, 9d.). School Hat Band (2/6), and Ribbon (2/3 a yard). Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted. For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 8.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

Parents' National Educational Union.

The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Give an account of Elijah's dealings with Ahab.
2. Contrast Elijah and Elisha. What part did Elisha play (a), at the siege of Samaria, (b), in the revolution of Jehu?
3. What do you know of the witness of Amos and Hosea?
- II. 1. On what occasions did John the Baptist bear record of Christ? Give the substance of each record.
2. Give, and comment upon, our Lord's conversation with Nicodemus.
3. What miracle did our Lord perform at the Pool of Bethesda? Give the substance of the conversation that followed.

Writing. (Writing will be marked on all the Papers.)

Dictation. (Spelling will be marked on all the Papers.)

Composition.

1. Some lines, which must scan, on one of the following,—
Sir Geoffrey Hudson, Tutankh-Amen, Desdemona,
the meeting of Ulysses and Eumæus.
2. A short account of one of the following,—Sir Christopher Wren, Titus Oates in Court, a day in Robinson Crusoe's life (in the style of Defoe).

English Grammar.

1. Analyse, parsing the words in italics,—
"Swiftly *walk over* the western wave,
Spirit of Night!
Out of the misty Eastern cave,
Where all the long and lone daylight,
Thou wovest dreams of joy and fear,
Which make thee terrible and *drear*—
Swift be thy flight!"
2. Give the derivation of the words,—canter, laconic, muslin, cherry, florin, guinea, academy, lumber, rhubarb. Give six examples of (a), words disguised in form, (b), words that have changed in meaning.
3. What do you understand by Iambic verse? Give examples.

Literature.

1. Write an account of Defoe and his work.
2. Show in what ways Dryden was the expression of his time.
3. Describe, shortly, *Othello*, Act I., Scene III.: Othello is summoned before a Council.
4. "The infernal peers sit in council in Pandemonium." Describe the "great consult" (*Paradise Lost*, Book II.).

English History.

1. Describe fully the Revolution of 1689. In what ways did it differ from that of 1641?
2. Give some account of the struggle with the Dutch in Charles II.'s reign.

General History.

1. Write a short account of the beginnings of Russia. What do you know of Peter the Great?
2. Describe the rise of Cretan civilization (3000-2000 B.C.).

Citizenship.

1. In what ways do the five senses serve the body, and in what ways may they become tyrants? Mention some nice new sounds you have heard.
2. Show fully why Alexander regarded Aristotle as his father. What did Alexander think of Homer?
3. Give some account of Alexander at the Siege of Tyre, including his message to Leonidas.
4. What is a citizen? Mention some of the privileges of citizenship.

Geography.

1. Give a rough sketch-map of Central Africa, putting in the boundaries, divisions and physical features. Write a short account of the discoveries made in Central Africa.
2. What do you know of The Soudan, The Barbary States, The Sahara?
3. How did Lord Barham plan to outwit Villeneuve?

Natural History and Botany.

1. Describe the following, and say where each is to be found,—tin-stone, lead ore, hæmatite, loadstones, serpentine, alabaster, granite.
2. What do you understand by rhizome, corm, bulb? Give examples and diagrams. What is a potato?
3. Describe, with diagrams, the growth of a seedling you have watched.

General Science.

1. Write a short account of crystals and their growth.
2. What animals belong to the following groups,—annulosa, crustacea, protozoa, mollusca? How would you classify a hedgehog, a bat, a squirrel, a cat, a cow?

Hygiene and Physiology.

1. Show that there are different kinds of work, and that hobbies are necessary for everyone. Give examples.
2. What are the three factors of motion? Explain the movements of locomotion.

Picture Study.

Describe one of Raphael's groups from "The School of Athens."

Arithmetic.

1. If 96% of a school are in attendance, how many are present out of 550?
2. A man buys 60 oranges at 5 for 2d. and sells half at 2 a 1d. and half at 3 a 1d. How much is gained or lost per cent.?
3. An article is sold for £73 : 3 : 0 at a loss of 5 %; at what price should it be sold to gain 15 %?

Geometry.

1. Equal chords are equidistant from the centre.
2. Of all straight lines drawn to the circumference from an external point, state and prove which is greatest, which least.
3. Find the locus of the middle points of equal chords of a circle.

Algebra.

1. Simplify; $12(x+y) - [2x - \{3y - 2(5x+y)\}]$.
2. Solve: $\frac{3x}{4} - \frac{5x}{8} + 6 = \frac{x}{2}$
3. What must be added to $(2a-3b)x + (4b-3c)y$ to make $(3a+2b)x - (4b+3c)y$?

German.

1. Write the story of "Der Listige Reisende."
2. Work exercise, page 189, II., 1-10, and say what case is governed by each preposition.
3. Use, in sentences, the Third Person Singular Perfect Indicative of, — *sprechen, bitten, reiten, beissen, sterben, lassen*,

or, Italian.

1. Translate into Italian Exercise 23, 1-10 (Perini), or, page 192, 2, 1-10 (Grillo).
2. Give the Past Participle and Past Definite of,—*andare, bisognare, dolere, piacere, ardere*. Make five sentences, using the present tense of each,
- or, 2. Give examples to show in what (5) ways feminine nouns are formed.

Latin.

1. Decline,—*istud consilium, hæc fabula*.
2. Use, in sentences, — *dederitis, regitis, moristis, dixerant, muniverunt, ducent*.
3. Translate into English and retranslate into Latin, Exercise LI., from "Bene" to "potes."

French.

1. Write, in French, one of La Fontaine's Fables.
2. Translate into French page 167, IV., "They left . . . flags."
3. Work Exercise II., 1-10, page 168.

Drawing.

1. An original illustration, with title, from "Peveril of the Peak."
2. A figure with a musical instrument.
3. A design for a plate, in twigs.

Musical Appreciation.

Write a few lines on each of the following by Debussy,—
"The Children's Corner," "Le Noel des Enfants,"
"Suite Bergamasque."

Recitations.*

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Wednesday, March 21st, or April 4th. Papers to be posted on Wednesday, March 28, or April 11th, *with no other enclosures*.

2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools, e.g., papers from I A or B, II A or B.